

TCNJ Faculty Senate Newsletter



Greetings from the Faculty Senate President A Conversation with Police Chief John Collins

John Collins, a 23-year veteran of the Port Authority police force, stepped into the newly created position of Chief of Police and Director of Campus Security at TCNJ in January 2008. Collins, who has a master's degree in public administration from Kean University, has been an adjunct instructor at Kean and at Montclair State since 1999. He received an honorary doctorate from Kean for his leadership at the World Trade Center site following the 9/11 attacks. We spoke recently in his office about his work with TCNJ campus police.

MR: What attracted you to TCNJ?

JC: Higher education was a special interest to me because I had been doing adjunct teaching for a number of years. And my father, who was also a police officer, worked at the University of Maryland and spoke highly of campus policing as a second career. TCNJ in particular interested me because of the reputation of the place. The more I looked into it the more I found that this was a real opportunity to have a hand in long-lasting change at a place where I could make a difference.

MR: Wasn't it a big jump from the Port Authority police to TCNJ?

JC: I see a lot of similarities. There are certainly differences between working for a large public transportation agency and working for a higher ed institution. But there are a lot of similarities. The population in both the Port Authority and TCNJ is here by choice, which is not the case in a municipality. At TCNJ, there's a lot of one-on-one interaction with people that needs to be done in order to be effective, and that was very similar in the Port Authority. Most of our patrol posts were foot patrols, and you got to know the people that were using Port Authority facilities. So there are a lot of similarities in the way you police a Port Authority facility and the way you police a higher ed institution.

MR: What makes college policing unique?

JC: College policing is unique because you have multiple constituencies. In a municipality, your constituency is the people who live or work in the municipality. Here, there's a whole host of different interests that you need to be sensitive to. There's the student population, the faculty, the staff, the administration, the neighboring community, the parents—and all those groups don't always have the same interests. So, it's important to be able to strike a balance and be able to deal with all those groups effectively. The decision-making process is also different in a college environment. It's a more open, more inclusive environment than most police departments are accustomed to dealing with. Decision-making can be a little slower on a college campus than in a lot of other environments. But it's also more rewarding.

MR: One of the big trends in police work over the last couple of decades has been the concept of community policing. How does that translate into a college environment?

JC: Community policing is really what we are supposed to be doing as professionals right from the start. The concept as we know it is from the 1980s, but the philosophy goes right back to the roots of policing. Sir Robert Peel, who founded the first metropolitan police department in London in the 1840s, said the the police are the public and the public are the police. The police derive their authority from the community. We somehow got away from that in the 1940's, 50's and 60's, but we started to come back to it in the 1980's. Here on campus what that means is we need to be interactive with the community. We can't just isolate ourselves in cars. The way we got off track was, just like big industry, we as a profession became obsessed with becoming efficient and more productive. We became enamored with quicker response times, with being able to cover more territory with fewer people. The quicker response times are great. You want to get to the crime scene as quickly as possible. But the problem with a quicker response time is that it is a response; it means something bad has already happened. Community policing is a more proactive twist. You really want to be there before something bad happens and hopefully be able to head off some of those things.

MR: In the spring of 2007, a committee of faculty, staff and students issued a report on the campus police that was sharply critical of the department and that recommended a radical overhaul. How has that report shaped what you've done as chief?

JC: The report got me here. When I found out that I was a finalist for the job, I did a lot of digging and actually was able to find that report, and it really gave me a good sense of whether or not I wanted to come here and what I was walking into and what kinds of issues needed to be addressed. It gave me a feel of where I wanted to go and what I wanted to do. And I think a lot of the issues that were in that report have been addressed, at least partially.

MR: Now that you've been at the College for a year, what changes that you've been able to make are you particularly proud of?

JC: We are most proud that we've changed the tone of discussion on this campus when it comes to campus police. We've gotten officers out of the cars. We've mandated foot patrols at certain hours and certain places of the day, and that has generated a lot of positive feedback. We've managed to be more responsive in a lot of ways. We've hired three new police officers in the last six months and we hopefully should have three more in the pipeline before the spring semester is out, so that I think that by the end of this calendar year, we'll have turned the corner on staffing. We've added some administrative structure within the department, and we still have a ways to go but that's been helpful. Our morale is better. We've improved the work schedules for the officers and have made progress on some of the training issues. But we have a long ways to go yet. As we get more caught up with staffing, and fill out the administrative positions so we can give proper support, I think calendar year 2010 we'll actually be able to be proactive rather than reactive. We should be able to move aggressively in the direction I want to.

MR: A lot of faculty have been concerned about the incident involving the arrest of a student at Ann Coulter's lecture. I know you can't directly discuss the incident, because you were there and may be called as a witness should the case go to trial. But could you clarify two things? First, as I understand it, the arrest was made by Ewing Township police officers, not TCNJ officers.

JC: That's correct. Ewing made the arrest. We've used Ewing officers for years to supplement security at events, and we've never had a complaint about them in the past.

MR: The second point has to do with dropping charges against the student. Isn't it true that the College has no power to drop charges, and neither does the Ewing police department? Only a prosecutor can drop charges.

JC: Right. The way it works is, when criminal charges are filed or even traffic charges, they can only be dropped in open court, in front of a judge on the record. And the reason for that is to prevent people from tampering with cases and prevent problems, even if it was a parking ticket.

MR: Regardless of how this case is resolved, do you see any good that can come out of it, any lessons that can be learned?

JC: I suppose we could look at it as a teaching moment, as an educational opportunity. I believe that the system works and maybe this is an opportunity for other people to understand not only that the system works but how the system works. It's not a perfect system but it's a good system and it does work.

MR: Related to this case, the suggestion has been raised of instituting a civilian police review board at the College—or, rather, a community review board of students, faculty and staff. Has that model been instituted at other campuses? Would it be appropriate for TCNJ?

JC: I don't know if it has been instituted on other campuses. I do know that there are places that have civilian complaint review boards. I believe that they are generally effective. It would probably make my life easier. It doesn't serve anybody any purpose to mishandle a complaint. The goal is to improve the service here.

MR: As you look ahead to the next academic year, what is at the top of your agenda? And what message would you like to get out to the community?

JC: At the top of the agenda is for us to be more proactive, for us to have an organizational structure in place that really brings us to the next level. I want to get the message out that we are here to help, we welcome feedback, both good and bad. If anyone has suggestions or comments, please feel free to reach out to us. We've revised our website so that it's a little easier to do so. My days are much busier than I ever expected, but it has been very rewarding. I'm very pleased to be here, and I'm looking forward to what next year might bring.

*Michael Robertson
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Focus on Teaching-AFA | I2/Conceptual Art Studio

For this semester's "Focus on Teaching" column, I've chosen AFA 112: Conceptual Art Studio, designed by Ricardo Miranda. Although it's a studio course, the department chose this as the mid-level writing intensive course precisely because of how central analytic thinking is to understanding the Conceptual Art movement. Conceptual Art is, as explained in the syllabus, a "non-medium-specific approach to art-making and problem solving." Students are asked to "put aside assumptions of art as defined by media such as painting, drawing, sculpture, printmaking" and instead "consider art as a research-based, investigative process that relies upon the content of investigation to define its final culmination." And immerse themselves in that investigative process they do!

As the required writing intensive course for Art Education, Fine Art, Digital Art, and Graphic Design majors, AFA 112 provides a foundation for all future art courses. The series of assignments allows students to develop an "understanding of how culture, current events, and technological advancement are interwoven elements of human experience and artistic practice."

These assignments include weekly readings and written responses that inform classroom discussion; an oral presentation on an artist "who has somehow expanded or changed the definition or interpretation of what art is"; a research paper that develops this oral presentation after feedback from the class and faculty member; and most important, six art projects (hence the studio nature of the course), four of which also entail exploratory and analytic writing that, together, result in the art project itself.

The six art projects are: an introduction project on "Constraints"; the Ready Made; intervention/performance to address a social or political issue; documentation or "Museum in your pocket"; "language" on re-contextualizing a given text; and the Artist Book.

All six projects are aligned with readings from *Conceptual Art* by Tony Godfrey, *Believing Is Seeing: Creating the Culture of Art* by Mary Anne Staniszewski, and *Ways of Seeing* by John Berger. The weekly writing assignments inform the more detailed writing that accompanies their process of completing the art project. Here's one project that illustrates how writing is integral to the ways of making knowledge in the discipline.

Project three (the intervention/performance to address a social or political issue) runs from week five through week seven. Students read and prepare analytic responses to chapters from *Conceptual Art* and *Ways of Seeing*. Throughout this period, they also begin reading either *The New York Times* or a regional news source on a daily basis and select three articles of particular interest to them. The directions for the writing required for the art project are as follows:

As you read these articles consider the implications of these stories upon our society: Are these events lasting? Will I remember that this happened today, a year from now? Have these events changed the world we live in, if so how? Do these events make themselves manifest in your intimate and personal life? Write down your thoughts on the stories that you read. Consider any intellectual or emotional reactions.

Are there any current events that you feel strongly about? If so, consider how you as an artist might creatively voice your reactions to the events at this time upon our world.

As you do this, please also consider the role that you play as an artist in our society -- should you or should you not create work that is informed by news events? Do you care enough about these things to honestly make them a part of your practice? Should others hear your thoughts? Begin sketching out some concepts/ideas for a project that represents your thoughts and feelings as you do these exercises on a daily basis, until our next meeting.

You may very well decide that politically informed work or work that is informed by news events does not interest you; in that case consider how the media, print, radio and television make themselves manifest in our lives and consider how strongly mass media influences the ways we live our lives. Consider creating a project based on these thoughts.

Then in week eight, students present, review, and critique their projects. This interactive process occurs for four of the six art projects (excluding the first and final ones). As should be clear, the reading, multiple forms of writing, and actual art-making are mutually constitutive. I hope this brief view into AFA 112 provides some analogous course design concepts for other disciplines as well.

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Mildred Dahne Award for Academic Excellence

The Mildred Dahne Award Committee is pleased to announce this year's winners of the Mildred Dahne Award. The applications from the Departments of English and Sociology and Anthropology were both judged to be truly exemplary, and the selection committee decided to recognize both departments with the award this year. These two exceptional departments will share this honor and the prize of \$8000 equally.

The application from the English Department presented achievements in the areas of Teaching Excellence, Departmental Impact, and Student Involvement. The accomplishments highlighted were the following:

- Evidence of teaching excellence across several impressive programs
- Significant contributions to the FSP program as well as other interdisciplinary programs
- Development of special programs for the campus, including the Close Readings lecture series and the Walt Whitman Symposium
- Leadership positions on campus held by the members of the faculty currently or in the past
- Evidence of active and engaged students in the programs within the department

The Department of Sociology and Anthropology submitted evidence of achievements in the areas of Teaching Excellence, Academic Excellence, and Departmental Impact. This department's application highlighted:

- Evidence of teaching excellence and innovation in the curriculum
- Efforts at developing academic programs that connect with other units on campus
- Impressive scholarly and grant activity by a majority of the faculty in the department
- Evidence that the faculty of the department are engaged in numerous initiatives that reach across the campus and beyond
- Evidence that members of the department hold key leadership roles on campus

Colloquium for the Recognition of Faculty Research and Creative Activity

The Faculty Senate's Committee on Intellectual Community was honored to sponsor two Colloquia this year, featuring Gary Woodward of Communication Studies (Fall 2008) and Bruce Rigby of Art (Spring 2009). Gary Woodward gave a lively presentation on the Rhetorical Personality and featured a number of engaging video clips to illustrate his points. Bruce Rigby described his artistic work as a journey in visual problem solving, and shared dozens of fascinating images of his own creation. Both presentations were warmly received. For the 2009-10 academic year, we are pleased to announce presentations by Mark Kiselica of Counselor Education and Ellen Friedman of English.

In Fall 2009 Mark Kiselica will discuss the complicated worlds of teenage fathers, describing implications of his research for clinical practice, public policy, and research. His nominator, Mark Woodford, describes Kiselica as "one of the nation's leading authorities on the subjects of counseling and psychotherapy with boys and men." Mark Kiselica has authored 120 professional publications and five scholarly books, and edits the Routledge Book Series on Counseling and Psychotherapy with Boys and Men, which stands at 15 volumes and continues to grow. He lectures frequently around the country.

Ellen Friedman will present in Spring 2010 an ethnographic account of her extended family's experiences during and after the Holocaust, based on interviews she has conducted during the past 20 years. Her nominator, Jo Carney, calls Friedman "a model of excellence in teaching," "a valuable mentor to junior faculty," and a scholar whose work "in the past three decades has consistently been characterized by both its academic currency and its larger social and cultural relevance." Ellen Friedman has influenced the shape of Women and Gender Studies programs around the country, produced one of the earliest literary studies of Joyce Carol Oates, and contributed often and well to the field of feminist literary study.

Board of Trustees Report

Faculty Representatives: Tim Clydesdale, clydesda@tcnj.edu; John Allison, allison@tcnj.edu

The Board of Trustees' most recent meeting was February 24, 2009. At subcommittee meetings, a variety of topics were discussed, including negotiations of a new contract for the bookstore, plans to renovate the dining halls at Eickhoff and Travers/Wolfe, three Dean searches that are currently underway, plans for more articulation programs between TCNJ and Graduate Programs at Rutgers, and a proposal for a new B.A. program in Music. The Office of Admissions reports that we are having another good recruiting year, with an average SAT score for applicants of 1330. At the open Board meeting, the President discussed issues such as diversifying our revenue stream and the completion of a Security Audit for the campus. There is a decrease in fundraising and alumni support so far this year. Decisions have been made to name the two new student apartment buildings. The first will be named William Phelps Hall; Phelps was the first Principal of The New Jersey State Normal School (now TCNJ), from 1855 to 1864, and defined a mission and guiding principles that are still relevant today. Between 1955 and 1989, a student union building named for Phelps was on campus. The second new student apartment building will be named William H. Hausdoerffer Hall; Hausdoerffer graduated with a B.S. in Mathematics from the College in 1936, pursued a graduate degree at Columbia, and returned here to serve as a professor of Mathematics, and Chair of the Department of Mathematics, for over 30 years.

The Board conferred the following faculty promotions (effective Sept. 1, 2009):

To Associate Professor:

Ernest Richard Blumberg,

Special Education/Language & Literacy

Elizabeth Borland, *Sociology & Anthropology*

Stuart Carroll, *Elementary/Early Childhood Education*

Karen Clark, *Mathematics & Statistics*

Joseph Goebel, *Modern Languages*

Wayne Heisler, *Music*

Donald Hirsh, *Chemistry*

Cassandra Jackson, *English*

Lorna Ann Johnson, *Communication Studies*

Roman Kovalev, *History*

Brian Potter, *Political Science*

Nicholas Ratamess, *Health & Exercise Science*

Jess Row, *English*

Gregory Seaton, *Educational Admin./Secondary Ed.*

Donna Shaw-Bielski, *English*

James Taylor, *Philosophy & Religion*

Suriza van der Sandt, *Mathematics & Statistics*

To Professor:

David Blake, *English*

Avery Faigenbaum, *Health & Exercise Science*

Thomas Hagedorn, *Mathematics & Statistics*

Paul A. Leynes, *Psychology*

Alfred Pelham, *Business*

The board awarded the following sabbatical leaves:

Diane Bates, *Sociology (Spring 2010)*

Terrence Bennett, *Library (Spring 2010)*

Susan Boughn, *Nursing (Fall 2009)*

Chung Sum Chak, *Art (FY 2010)*

Peter DePasquale, *Computer Science (Fall 2009)*

Jean Graham, *English (Spring 2010)*

Janet Gray, *Women and Gender Studies (Fall 2009)*

Thomas Hagedorn, *Mathematics & Statistics (FY 2010)*

Marimar Huguet-Jerez, *Modern Languages (FY 2010)*

Kenneth Kaplowitz, *Art (Fall 2009)*

John Karsnitz, *Technological Studies (Spring 2010)*

Claire Lindberg, *Nursing (FY 2010)*

Hussein Nouri, *Accounting (Fall 2009)*

Augustin Otero, *Modern Languages (Fall 2009)*

Jennifer (Yunfeng) Wang, *Mechanical Eng. (Fall 2009)*

Faculty Senate Actions 2008-09

- Co-sponsored open forums on six topics with the Committees on Faculty Affairs, Planning and Priorities, and Student and Campus Community: the proposal to restructure Schools; the use of grades and grading distributions in reappointment, tenure and promotion; external evaluation of scholarship for promotion; establishment of a Teaching and Learning Program Council; five-year review of faculty; and the policy on involuntary withdrawal of students for health or safety.
- Passed resolutions regarding grading practices and interdisciplinary work.
- Co-hosted the annual Governance reception with Staff Senate and SGA; honored Beth Paul for her contributions to shared Governance.
- Hosted presentations by President Barbara Gitenstein, Provost Carol Bresnahan, and Director of Advancement Stacy Schuster.
- Sponsored Colloquia for Faculty Research and Creative Activity with presenters Gary Woodward (Communication Studies) and Bruce Rigby (Art).
- Administered the fifth annual Mildred Dahne Award.
- Sponsored a Faculty and Administrator Community Event.

College Governance Standing Committees

Committee on Academic Programs (CAP)

Barbara Strassman, Chair, strassma@tcnj.edu, Cathy Liebars, Vice-Chair, liebars@tcnj.edu

CAP voted to support the preliminary resolution to establish a Teaching and Learning Program Council. The committee is continuing a review of issues concerning the scheduling grid, program approval process (graduate and undergraduate), and student feedback on teaching process. CAP will be making final recommendations after spring break. The committee is also reviewing the use of the terms “specializations” and “concentrations” within majors and programs. New charges have been received from Steering concerning the College policy on syllabi requirements, standard academic loading, and the nomenclature used to describe majors that cross disciplines.

Committee on Faculty Affairs (CFA)

Terrence Bennett, Chair, tbennett@tcnj.edu, Jeanine Vivona, Vice-Chair, jvivona@tcnj.edu

CFA completed a preliminary recommendation on external review of scholarship for promotion, which prohibited external review for promotion to associate professor and mandated external review for promotion to professor. Following the receipt of a great quantity and variety of feedback on this proposal at an open forum and through written statements, CFA is currently modifying the recommendation. It is anticipated that a final recommendation will be sent to Steering in April as a recommendation to the Provost.

The AFT contract stipulates that faculty undergo a review once every five years. This process, which is tied to the Career Development process, is under consideration by CFA. A new set of guidelines for preparation of materials is to come before the faculty in April.

CFA recently accepted the report on the use of grades and grading distributions in reappointment, tenure, and promotion from the ad hoc committee. The CFA report is being finalized and will be sent to Steering this semester.

Our agenda includes a consideration of the interdisciplinary standards for reappointment, tenure, and promotion; a review of the 2010-2011 SOSA RFP as prepared by the SOSA Committee; and a review of possible revisions to the Promotions document based on feedback from the College Promotions Committee.

Issues that CFA has wrapped up this year include: peer evaluation of teaching guidelines; a change in membership to include the chair of the newly formed Sabbatical Committee; and a number of needed revisions to the Promotions document to align it with new policies.

Committee on Planning and Priorities (CPP)

*Carol Bresnahan, Co-Chair, cbres@tcnj.edu, Joyce Vincelette, Co-Chair, vincelet@tcnj.edu,
Helene Anthony, Vice-Chair, anthonyh@tcnj.edu*

CPP has dealt with four major issues this semester. First, the committee established clear procedures for setting the date of the fall semester break for future academic calendars. Next, CPP solicited extensive feedback on its proposal for a Teaching and Learning Program Council and has sent a final recommendation to Steering; this council, which will work with the director of the new Teaching and Learning Center, will be established this spring.

Earlier this year, CPP established that the College should not begin spring semester classes on Martin Luther King Day; this spring the committee considered how to make the celebration of King's life and the study of his legacy an institutional priority. Finally, CPP initiated the process for the five-year institutional self-study mandated for Middle States accreditation.

Committee on Student and Campus Community (CSCC)

Wayne Heisler, Chair, whisler@tcnj.edu, Diane Gruenberg, Vice-Chair, dgruen@tcnj.edu

Having overseen the review, revision, and implementation of the College's new policy on Alcohol and other Drugs in the fall 2008 semester, CSCC worked on two outstanding charges from Steering during spring 2009.

First, CSCC reviewed the College's Involuntary Health and Safety Withdrawal Policy. A critical part of this process was soliciting feedback from stakeholders among the campus community. To this end, CSCC sponsored two open fora. Following feedback from the fora, CSCC presented the policy and our recommendations to the Faculty Senate, Staff Senate, and Student Government Association for further feedback, and completed our final report for the Board of Trustees' July meeting.

Our second outstanding charge was to write a Travel Policy for the College. During the 2007-2008 academic year, CSCC solicited information from stakeholders across campus and drafted a policy statement and an outline for the Travel Policy document. In spring 2009, members of CSCC divided into subcommittees to write the document, with guidance as needed from appropriate administrators.

Spotlight on Senators

Wayne Heisler (*Music*) completed *The Ballet Collaborations of Richard Strauss*, which will appear in the fall of 2009 as part of the Eastman Studies in Music series published by the University of Rochester Press. He also authored two forthcoming essays: “Maturity and indecision in the early works” for the *Cambridge Companion to Richard Strauss* (Cambridge University Press, 2010) and “Choreographing Schumann” for *Reinterpreting Schumann* (Oxford University Press, 2010).

John Karsnitz (*Technological Studies*) recently finished his fifth book, *Engineering Design: An Introduction* (2009), which he co-authored with TCNJ colleagues Steve O’Brien and John Hutchinson. Published by Delmar-Cengage Learning in Albany, NY, the book has been endorsed by Project Lead The Way®, a recognized leader in K-12 engineering education curriculum. His department created one of the first engineering-focused STEM majors (Science, Technology, Engineering, Mathematics) for K-5 teachers in 2000 and is nationally recognized for its technology education/pre-engineering secondary major. John has been a member of the Faculty Senate and the Senate Executive Board since 1998. He chaired the committee to write the new College-Wide Governance System in 2000 and was the elected Faculty Representative to the TCNJ Board of Trustees from 2001-2005. On January 30, 2008 the Faculty Senate recognized John for “extraordinary contributions over many years to the system of shared governance at TCNJ” with the Certificate of Appreciation Award.

Regina Morin (*Modern Languages*) presented “Making Connections: Spanish for Medical Purposes and Community-Engaged Learning” at the 37th Conference of the Linguistic Association of the Southwest, hosted by Oregon State University in Corvallis, Oregon, from October 17-19, 2008.

Jerry G. Petroff (*Special Education, Language and Literacy*) received a \$1.3 million grant to implement the New Jersey Consortium on Deafblindness. This consortium will include the New Jersey School for the Deaf, the New Jersey Commission for the Blind and Visually Impaired, and the New Jersey Department of Education-Office of Special Education Programs. The goal of this project is to assure the provision of high quality education programs within natural environments and supported inclusive services for infants, toddlers, children and youth who are deafblind.

Morton Winston (*Philosophy and Religion*) spoke on October 3, 2008 at an international conference on International Instruments, Initiatives, and Standards for Corporate Social Responsibility sponsored by the University of Regiomontana in Monterrey, Mexico. He represented Social Accountability International, whose SA8000 is widely regarded as one of the leading voluntary international standards for assessing compliance with internationally recognized human rights and labor rights in the workplace. He has been a member of the advisory board of SAI since 2000 and has been involved in the development and promotion of this standard. Other speakers on the program represented the United Nations Global Compact, the OECD Guidelines for Multinational Corporations, and the Global Reporting Initiative, among others.

Senate Resolutions

At its February meeting the Senate passed resolutions on grading practices and interdisciplinary work. The text of both resolutions follows.

Resolution Regarding Grading Practices

In its November 2008 report on the Use of Grades and Grading Distributions in Reappointment/Tenure and Promotion, the Committee on Faculty Affairs recommended that grades and grading distributions should currently remain separate from the tenure and promotion process. However, at the same time CFA recommended campus-wide discussions of grading and grade distributions, noting that these discussions need to be embedded in a dialogue about the functions of grading on our campus.

The Faculty Senate agrees on the importance of such discussions and believes that discussions about grading are best begun at the departmental and program level. We note that in its December 2007 report to the Faculty Senate, the Ad Hoc Committee on Grading recommended that “departments and programs [should] reflect upon their own grading practices and grade distributions.”

Accordingly, we ask Academic Affairs to initiate discussions about grading purposes and practices in the College’s departments and programs.

Resolution Regarding Interdisciplinarity in Reappointment, Tenure & Promotion

In its November 2008 report, the Ad Hoc Committee on the Structure of Schools made a number of recommendations to promote interdisciplinary work at the College. One recommendation was to revise the promotion and tenure standards used at TCNJ at both the department and college levels to include recognition for interdisciplinary teaching, scholarship, and service. Faculty who work with colleagues across academic domains need to receive the same level of recognition as those working within more traditional disciplinary and departmental boundaries.

The Faculty Senate concurs with this recommendation and asks the Steering Committee to issue a charge to the appropriate collegewide standing committee requesting it to review the reappointment, tenure and promotion documents in order to make revisions that will recognize interdisciplinary and interdepartmental work as being of equal value to other types of work.

The Senate also asks Academic Affairs to undertake a review of departmental/program Disciplinary Standards for Scholarship to ensure that standards do not hinder interdisciplinary scholarship.

Officers and Members of the Faculty Senate of The College of New Jersey

The Faculty Senate is made up of forty members elected by the faculty for a term of three years, plus the President of the AFT and the two faculty representatives to the Board of Trustees.

President

Michael Robertson
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Vice President

Cynthia Curtis
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Parliamentarian

John Karsnitz
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Staff Secretary

Paulette LaBar
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Arts and Communication

Wayne Heisler, Music (11)
Deborah Hutton, Art (09)
Philip Tate, Music (10)

Business

Bozena Leven, Economics (09)
John McCarty, Marketing (10)+
Kevin Michels, Marketing (09)
Don Vandegrift, Economics (10)

Culture and Society

Matthew Bender, History (11)
Elizabeth Borland, Sociology (11)
Tim Clydesdale, Sociology *+
Holly Haynes, Classical Studies (10)
Cassandra Jackson, English (10)
Andrew Leynes, Psychology (09)
Rebecca Li, Sociology (11)
Regina Morin, Modern Languages (11)
Cynthia Paces, History (09)+
Michael Robertson, English (09)+
Teresa SanPedro, Modern Languages (09)
Felicia Steele, English (10)
Glenn Steinberg, English (10)
Mort Winston, Philosophy (11)

Education

Stuart Carroll, EECE (09)
Jody Eberly, EECE (09)
Arti Joshi, EECE (10)
Jacqueline Norris, EASE (10)
Jerry Petroff, SELL (11)
Shri Rao, SELL (11)

Engineering

Ralph Edelbach, Technological Studies **
Orlando Hernandez, Engineering (09)
John Karsnitz, Technological Studies (11)+
Nabil Al-Omaishi, Engineering (10)

Library

Maureen Gorman (09)

Nursing, Health and Exercise Science

Jie Kang (10)
Leslie Rice (09)

Science

John Allison, Chemistry *+
Carlos Alves, Math/Statistics (10)
Lynn Bradley, Chemistry (09)+
Cynthia Curtis, Math/Statistics (10)+
David Hunt, Chemistry (11)
Deborah Knox, Computer Science (09)+
Don Lovett, Biology (11)
Marcia O'Connell, Biology (10)
Thulsi Wickramasinghe, Physics (11)

* Faculty Representative to the Board of Trustees

+ Senate Executive Board Member

** AFT Representative

Comments or Suggestions? Send them to:

senate@tcnj.edu

TCNJ Faculty Senate Website:

<http://www.tcnj.edu/~senate>

See the electronic edition of this newsletter for a list of 2009-10 SOSA award recipients and their projects:
<http://www.tcnj.edu/~senate/newsletter.html>

SOSA Awards for Academic Year 2009 – 2010 with Research Titles

TWO YEAR AWARDS

Nancy Hingston – Mathematics and Statistics – Loops in Topology and Geometry

Gary Woodward – Communications – A Conceptual Map the Rhetorical Personality

Michael Robertson – English – The Last Utopians

James Taylor – Philosophy and Religion – In Defense of Toxic Trade

Lois Fichner-Rathus – Art – Humanities: Ideas and Ideals

Avery Faigenbaum – Health and Exercise Science – Physical Fitness and Children's Health

Bruce Rigby – Art - Health Tondo Series: Antiquity Explored

Kaplowitz Kenneth – Art – Illustrating the Torah's Oral Tradition

Miriam Lowi – Political Science – Scholarship of Discovery and Integration Oil in the Middle East and North Africa

Janet Morrison – Biology – Plants, Pathogens, and Pests: The Ecology of Biological Interactions in Natural Populations

Jean Wong – Special Education Language & Literacy – 1. book manuscript, Conversation Analysis and Language Teaching.
2. Analysis of Native Non-native Speaker English Conversation 3. Analysis of Chinese Telephone Conversations
4. International Conference presentations, workshops and manuscript reviews.

Elizabeth Mackie – Art – Golden Warming: Sulden/Solda and the Ortler Mountain Range, Part 2

Michelle Bunagan – Chemistry – Spectroscopic Studies of Protein Folding: Distinguishing Folding Pathways

Ellen Friedman – English – 1. Humanities: Ideas and Ideals; 2. The Seven: A Holocaust Family Story

Morton Winston – Philosophy and Religion – An Ethics of Global Responsibility

Stephanie Sen – Chemistry – Non Given

He Len Chung – Psychology – Civic Engagement and Mental Health during Emerging Adulthood: A Focus on Well-Being

Margaret Benoit – Physics – Evaluating the Northern Extent of the Subduction Beneath Italy

Linghui (Lynn) Tang – Economics – Upgrading Labor Force Skills in Developing Countries: The Case of China

William Klug – Biology – Genetic textbook revision projects

Elizabeth Borland – Sociology and Anthropology – Movement Activism across Cultural Contexts and Generations

Benny Chan – Chemistry – Synthesis of Bulk and Nano-structured Nitride Materials with Interesting Properties

Cassandra Jackson – English – Wounding Black Men: Violence and Visuality; 'True to the Game': The Rise of African-American Street Lit.; and Hip Hop Confessions: Examining the Urban Memoir

Bozena Leven – Economics – Economics of Transition in the areas of 1. Financial Reconstructing 2. Labor Market Transformation 3. Marketization of Higher Education

Barbara Strassman – Special Education, Language & Literacy - Writing and Righting the Curriculum

Wayne Heisler – Music –Historiographic Perspectives on the "Integrated" American Musical

Nadya Panscofar – Special Education, Language & Literacy – How father work experiences relate to parenting and child language outcomes in African American families

Jason Dahling – Psychology – A study of self-view and customer service behavior

Jarrett Crawford – Psychology – The Not So Elusive Liberal Bias: Studies of Politically Biased Reasoning and Behavior

Nathan Magee – Physics – Experimental measurement of diffusional growth mechanisms in ice crystals

Tamra Bireta – Psychology – Age-related Differences in Patterns of Memory Performance: The Isolation Effect

Thulsi Wickramasingh – Physics – Dark Matter in the Milky Way and Large Magellanic Cloud

Kevin Michels – Management/Marketing - Law and Ethics

Keith Pecor – Biology – The ecology of the virile crayfish (*Orconectes virillis*) in New Jersey

John Pollock – Communications – African Newspaper Coverage of AIDS: Comparing New Models of Press-State Relations and Structural Factors in Sub-Saharan Anglophone Africa

Curt Elderkin – Biology – Biodiversity of Freshwater Mussels in the Atlantic Coastal Drainage and in the Congo and Zambezi Rivers, Africa

Pierre LeMorvan – Philosophy – Research in Philosophy

Chu Kim-Pieto – Psychology –Cultural Influence on the Experience of Emotions

Anita Allyn – Art – Constructing the Natural: Mediated Landscapes

Leona Harris – Mathematics and Statistics – Pharmacokinetic Modeling of a Perfluorinated Chemical: Model Development and Analysis

ONE YEAR AWARDS

- Karen Chang Yan – Mechanical Engineering – Study of Biopolymer Tissue Scaffold Degradation and Mechanical-Force Induced Cell Damage
- Liselot Van Der Heijden – Art – None Given
- John Sisko – Philosophy and Religion – Plato and the Post-Parmenideans
- Lisa Grega – Mechanical Engineering – Experimental Study of Pollen Drag and Dispersion
- LeeAnn Thornton – Biology – Analysis of Cytochrome P450 Enzymes that Regulate Plant Growth
- Waheeda Lillevik – School of Business – A comprehensive review of acculturation: bringing together the wide-ranging literature and moving forward into new research areas
- Julie Hughes – Psychology – Attitudes Toward Race-Related Policies in Emerging Adulthood
- Teresa Nakra – Music – Composition and Performance with Live Electronic Using the ‘Conductor’s Jacket’
- Consuelo Preti – Philosophy and Religion – The Early Writings of G.E. Moore
- Subarna Samanta – School of Business – 1. Income Distribution and the Effectiveness of Fiscal Policy 2. The Economic Effects of Oil Price Shocks on Developing Economies
- Margaret Martinetti – Psychology – Animal Models of Alcohol Abuse
- Andrew Clifford – Mathematics and Statistics – Combinatorial Group Theory: Subgroups of Free Groups and of Free Products of Groups
- Matthew Bender – History – Water Brings No Harm: Water and Identity in the History of Kilimanjaro, Tanzania
- Orlando Hernandez – Electrical Engineering – Image Processing and Understanding: Development of Algorithms, Micro-electric Implementations, and Related Architectures
- Jinmo Huang – Chemistry – Method Development for Analyzing Anions Using Capillary Electrophoresis with Indirect Photometric Detection
- Mary Biggs – English – The Feminist Poetry Movement, 1970’s – 1980’s
- Paul D’Angelo – Communications – 1. Framing Analysis of Meta-coverage in 2008 U.S. Presidential Campaign News 2. Framing the 2004 Abu Ghraib Prison Scandal
- Susanna Monseau – Management – The Fashion Industry, Copyright Law and Counterfeiting in a Global Economy
- Manish Paliwal – Mechanical Engineering – Orthopaedic Biomechanics Research
- Stacen Keating – Nursing – Understanding and addressing Areas of Human Capital and Cost to Improve Health Care System Functioning
- Lisa Ortiz-Vilarelle –English – Autobiography and Diasporic Latina Subjectivity
- Holly Didi-Ogren – Modern Language – Gender and Place: Style shifts and Regional Language Use in Japanese Women’s Face-to-Face Interactions
- Roman Kovalev – History – Forging the “Golden Age” of Afro-Eurasia: 600-900 CE
- Lorna Ann Johnson – Communications – City of Brotherly Love (a film)
- Karen Becker-Olsen – Management – The Brand Body-Esteem Paradox: Reconciling Women’s Self-Esteem and Brand Choices
- Suriza Van Der Sandt –Mathematics and Statistics – Mathematics Anxiety and Teaching Efficacy Beliefs of Prospective Teachers
- Amanda Norvell – Biology – The Role of the Oocyte Nucleus in the Cytoplasmic Localization of grk mRNA during Drosophila Oogenesis
- Chris Ault – Interactive Multimedia – User Experience Design and Assessment in the KidsBridge Children’s Museum
- Michele Tarter – English – “INKarcerate”: From Early American Scholarship to Contemporary Teaching and Action
- Georgia Arvanitis – Chemistry – Synthesis & Structure of Biologically Active Metal Complexes
- Rao, Nagesh – Cosmopolitics or Radical Cosmopolitanism? Arudhati Roy’s Essays in the Wake of Globalizaiton